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Assessing The Relationship Between Group Chat Participation And Mental Well-Being Among BSED English Students Of WVSU-HCC: A Quantitative Study

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Abstract

Due to rapid emergence of digital communication technologies, particularly group chats, has profoundly reshaped social and academic interactions among university students, raising concerns about their impact on mental well-being. This quantitative study aim to assess the relationship between group chat participation and mental well-being among BSEd English students at WVSU-HCC. A correlational research design was employed, involving 87 BSEd English students selected via stratified sampling. Data were collected using a researcher-made group chat participation scale and the Warwick-Edinburgh Mental Well-being Scale (WEMWBS). To analyse the data, descriptive statistics and Pearson's Correlation coefficient were utilized. Results revealed a high extent of group chat participation (Mean = 3.85, SD = 0.76) and an average level of mental well-being (Mean = 3.49, SD = 0.76) among the students. Crucially, a statistically significant positive relationship was found between group chat participation and mental well-being ($r=0.485$, $p<0.001$). This indicates that increased engagement in class group chats, fostering connection and support, tends to be associated with improved mental well-being. The findings underscore the dual role of group chats as academic tools and vital platforms for socio-emotional support. Educators and institutions should leverage these digital spaces to promote positive online engagement and enhance student mental health by encouraging supportive and collaborative online communities.

Introduction

In the modern educational environment, online communication platforms, especially group chats, have become an essential aspect of student life. These platforms allow users to exchange information in real time, learn collaboratively, and socialize, significantly influencing how the students interact with their peers and manage their academic as well as personal lives. The widespread use of group chats also encourages some interesting questions regarding their possible influence on students' mental health. Recent studies have highlighted the complex and often dual-edged nature of social media and digital

communication on mental health among university students. While these platforms offer significant opportunities for social connection and support excessive or problematic use has been consistently linked to adverse mental health outcomes such as increased anxiety, depression, sleep disturbances, and social isolation (Osman, 2025).

The relationship between students' engagements in these increasingly visible digital atmospheres and students' mental well-being thus require an elaborate study. BSED English students within the higher learning context are busy traversing their intense programs of study, with their work often involving heavy reading, writing, and interpersonal communication. The group chats that these students join in might be important for academic support, emotional comradeship, and that undercurrent of belonging so important in maintaining cohesiveness within a larger group. Such active participation in these e-societies encourages collegial bonding and cooperative learning, and offers interesting possibilities for relieving, at least in part, academic stress.

Zarowski et al. (2024) conducted a comprehensive literature review, identifying a significant increase in stress, anxiety, depression, and sleep disorders among university students. This widespread decline in mental well-being is a critical concern within higher education environments. Notably, the review underscored that female students exhibit greater vulnerability to these mental health challenges. This highlights a need for targeted support and interventions that consider gender-specific factors in addressing student mental health.

The study employed a quantitative research design along with a researcher made group chat participation scale and a standardized mental well-being assessment to provide empirical evidence to make known the nature and strength of the relationship between these variables within this particular academic population. Such a finding might offer insights to educators, student support services, and students themselves, as to how these digital interactions within group chat might relate to their mental well-being.

Review of Related Literature

In a study that was undertaken by Legaspi et al. (2022), the use of Wysa-an AI-based chat bot-as an intervention for mental health support targeted toward students was investigated. The study focused on evaluating the effectiveness of Wysa in meeting the various mental health challenges faced by this specific group. An important finding of the study indicated the potential particular benefits of Wysa for students struggling with feelings of social isolation. Its interactivity and relatively easy access seemed to provide an opportunity for support when conventional mental health services would be less reachable or utilized. On the other hand, passive usage of group chat appeared to correlate positively with psychological distress. When you observe someone's life online, you might be led to think that it has this "bad" effect: making comparisons and feeling less worth. Another interesting thing discovered by this research was how passive consumption in chat groups is completely different from, say, active participation concerning social connectedness. The more students contributed to group chats, the greater their sense of belongingness to their academic community and peer relationships. Passive use, on the other hand, did not significantly predict changes in social connectedness. Thus, the present study underlines a fundamental distinction in the participation modes in a group chat: Active participation appears to facilitate social bonds, thus acting as a buffer against psychological distress, while the opposite seems to be true for passive consumption. This is a powerful finding, due in part to the large sample and longitudinal design of the study.

Research consistently indicates a prevalent mental health challenges, including anxiety, depression, and stress, among university students globally (American College Health Association, 2023). These challenges can significantly impact academic performance, social relationships, and overall well-being. The method of doing this was by using an online survey to get a sample of many undergraduate and graduate students who engaged in group chats for social purposes as well as for academic objectives. An "overload scale for group chats" was

created to measure how much the students felt they were overloaded while participating in these digital college spaces. Data analysis indicated a significant positive correlation between overload from group chats above perceived stress for burnout. The more congested students felt by messages demanding response within a time limit and the inability to quit group chats resulted in an increase in stress levels and emotional exhaustion.

Of particular interest is the additional examination of perceived social support moderating variables in this study. Here, while a general view has shown that group chat overload is counterproductive, students who perceived their online group members to provide higher social support evidenced stress and emotional exhaustion lower than their peers even when experiencing that high overload. This suggests that, despite excessive group chat usage, the well-being of participants is directly influenced by their availability for interaction and the quality of interactions they can have with peers within a group chat. This study further postulates that all these do offer potential negative consequences when group chat usage is not controlled but rather promote the need to establish supportive environments online.

However, it could be interesting to have further examined the moderation of perceived social support in the study. Group chat overload, as on average, is expressed as a negative one, while students, who considered their online group members as providing higher social support, reported lower stress and emotional exhaustion than their counterparts, even though they were under that high overload. That suggests that even though the member is overusing the group chat, the well-being of participants is directly associated with the availability of their interaction and the quality of interactions they can have with peers within a group chat. This study also assumes that all these factors may cause potential adverse effects if there is no control over group chat use but instead stimulate the need to build supportive environments online.

The investigation by Silva et al. (2021) examined the role of group chat participation in counteracting loneliness and promoting social well-being of first-year University students during the period of withdrawal established as a result of the COVID-19 pandemic. From a methodology perspective, the researchers employed a mixed-methods design, combining quantitative data obtained from surveys and qualitative data from interviews to gain various perspectives on the students' experiences.

From the quantitative standpoint, active participation in social (non-academic) group chats appears to be negatively correlated with feelings of loneliness, whereby students who engage actively in these conversations, sharing personal experiences and supporting their peers in informal discussions, reported lower levels of loneliness compared to their less frequent or non-active counterparts. It was also found that active participation in social group chats positively influences various social well-being parameters such as belongingness and social satisfaction.

The qualitative data revealed valuable contextual insights, demonstrating that group chats acted as virtual "third places" for students to connect, build relationships, and cope with pandemic-induced social isolation. The students described using informal socializing through these platforms with sharing of emotional support and staying normal during a difficult time. This study highlights that group chats play a key role in facilitating social connections and alleviating feelings of loneliness, especially during times of social disruption.

This most recent literature review carries discussions on the multifaceted interdependence of group chat participation and mental health among university students. In general, active participation appears to contribute to the health of the group by connecting with others and hopefully reducing psychological distress. In contrast, passive participation and overwhelming participation are seen negatively. These contexts of participation, social support, as well as consideration of the academic relevance of group chats in the lives of students, are all emphasized as some of the vital surrounding factors. The current study intends to add useful-oriented insights on this new field of study, particularly regarding the students of BSED English, through the

investigation of a more nuanced measure of participation and, therefore, lend support to interventions that promote the mental well-being of this student population in the digital age.

Research Questions

This study will be conducted to determine whether there is a significant relationship between group chat participation and mental well-being of BSED English students in WVSU-HCC.

Particularly, this study aimed to answer the following questions:

1. What is the extent of BSED English Students' group chat participation in classes?
2. What is the BSED English students' mental well-being?
3. Is there significant relationship between students' extent of group chat participation and mental health well-being?

Research Methodology Research Design

The researcher used quantitative design, specifically a correlational research design, to determine the relationship between group chat participation and mental well-being among BSED English students at WVSU-HCC. Quantitative research involves collecting numerical data for statistical analysis to identify trends, measure learning outcomes, and determine the effectiveness of educational interventions (Creswell, 2020). Correlational research design targets to uncover and measure the strength and direction of the relationship between two or more variables (Limberg, Gniska, & Broda, 2021).

The primary assessment tool will be a standardized instrument such as the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) and a researcher-made group chat participation scale using a 5-point Likert Scale that has been validated by experts to determine the frequency of respondents' participation. Additionally, Pearson's Correlation Coefficient and the mean will be used to statistically analyse the study.

Instruments

This study will use a custom-designed survey with a 5-point Likert scale regarding participation frequency and a standard questionnaire to measure mental well-being, such as the Warwick-Edinburgh Mental Well-being Scale, to investigate the relationship between students' frequency of group chat interaction and their mental health. In addition to calculating the average participation rate and mental well-being scores, a statistical test known as Pearson's Correlation Coefficient will be employed to determine whether or not there is a linear relationship between the frequency of group chat participation and the reported level of mental well-being.

Participants

The participants are chosen using stratified sampling technique to ensure a representative sample of students. The requirements for participants include being currently enrolled in WVSU-HCC, being a BSEd English student, being accessible and willing to participate.

Data Analysis

The data analysis of this study will follow the order outlined in the objectives. Each question will be linked with a statistical tool for descriptive and statistical inference..

To determine how frequently BSEd English students in WVSU-HCC participate in group chats, the mean score with interpretation, and standard deviation will be used. Below is the interpretation of the mean with description.

To determine the significant relationship between group chat participation and mental well-being of BSEd English students in WVSU-HCC, the Pearson's Correlation Coefficient will be used.

Results

Table 1. Extent of BSEd English Students' Group Chat Participation in Classes

Variable	N	Mean	SD	Descriptive interpretation
	87	3.85	0.76	High Level

Note: 4.50-5.00 "Very High extent"; 3.50-4.49 "High extent"; 2.50-3.49 "Average"; 1.74-2.49 "Low extent"; 1.00-1.74 "Very low extent" Note: 4.50-5.00 "Very High extent"; 3.50-4.49 "High extent"; 2.50-3.49 "Average"; 1.74-2.49 "Low extent"; 1.00-1.74 "Very low extent"

The results revealed that BSEd English students demonstrated a high extent of participation in class group chats, with an overall mean score of **3.85**, interpreted as **high**. This suggests that students are highly engaged in digital communication platforms for academic purposes. Their consistent habits of reading messages, checking for announcements, and responding to academic inquiries indicate a strong sense of responsibility and attentiveness to class-related matters. Furthermore, their active participation in discussions, willingness to ask questions, and sharing of academic resources reflect a collaborative learning culture. The students' comfort in expressing opinions, coordinating group tasks, and acknowledging peers' contributions highlights not only digital competence but also interpersonal maturity and respect for others in a virtual setting. Their efforts to keep messages relevant and timely, along with their practice of informing the group of their availability, suggest a high level of digital etiquette and accountability. These findings emphasize the essential role of group chats as a supportive extension of classroom learning, fostering both academic collaboration and peer connection in a digital environment.

Table 2. Extent of BSEd English Students' Mental Well-being

Variable	N	Mean	SD	Descriptive interpretation
	87	3.49	0.76	Average

Note: 4.50-5.00 "Very High extent"; 3.50-4.49 "High extent"; 2.50-3.49 "Average"; 1.74-2.49 "Low extent"; 1.00-1.74 "Very low extent"

It showed that the extent of BSEd English students' mental well-being obtained the mean score of **3.49**, the mental well-being of BSEd English students falls within the **average** range. This suggests that, while students are experiencing moments of emotional strength, such as feeling useful, confident, or cheerful, these positive states are not always consistent. Many of them may be trying to stay optimistic and connected with others, but may also be facing internal struggles or pressures that prevent them from fully feeling at ease or emotionally secure. It appears that students are doing their best to manage stress and responsibilities, yet there's still room to grow in terms of emotional balance and resilience. Their responses show that they are not entirely overwhelmed, but they are not flourishing either. This average level of mental well-being highlights a need for continuous support from both the school and the community to help students develop healthier coping mechanisms, emotional awareness, and a stronger sense of self-worth. Simply put, the

results reflect a student population that is holding on—but could greatly benefit from more encouragement, care, and meaningful opportunities for emotional and social growth.

Table 3. Significant relationship between students’ extent of group chat participation and mental health well-being

Variable	N	Correlation Coefficient	Sig. (2-tailed)	Descriptive interpretation
extent of group chat participation vs mental health well-being	87	0.485	0.000	Significant

Note: * $p < 0.05$ “Significant”

The results show a **significant** relationship between how actively BSED English students participate in their class group chats and how well they’re doing mentally. With a **p-value of 0.000**, this relationship is statistically very significant, and the **positive correlation of 0.485** tells us that as students engage more in group chats, whether it’s by asking questions, sharing useful materials, or simply being present and supportive, their sense of well-being also tends to improve. This isn’t just about being online; it’s about feeling connected, heard, and part of a community. When students know, they can turn to their classmates for help, encouragement, or even just a quick reaction to a message, it creates a sense of belonging that can ease stress and boost confidence. These findings remind us that simple interactions in a group chat can have a real emotional impact. Encouraging a positive and active digital space can go a long way in helping students not just academically, but emotionally too. The results show a **clear and meaningful connection** between how actively BSED English students participate in their class group chats and how well they’re doing mentally. With a **p-value of 0.000**, this relationship is statistically very significant, and the **positive correlation of 0.485** tells us that as students engage more in group chats, whether it’s by asking questions, sharing useful materials, or simply being present and supportive, their sense of well-being also tends to improve. This isn’t just about being online; it’s about feeling connected, heard, and part of a community. When students know, they can turn to their classmates for help, encouragement, or even just a quick reaction to a message, it creates a sense of belonging that can ease stress and boost confidence. These findings remind us that simple interactions in a group chat can have a real emotional impact. Encouraging a positive and active digital space can go a long way in helping students not just academically, but emotionally too.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Group chat PARTICIPATION	87	1.53	5.00	3.8530	.76199
MENTALHEALTH	87	1.43	5.00	3.4878	.75736
Valid N (listwise)	87				

Correlations

			CHATGPT PARTICIPATION	MENTAL HEALTH
Spearman's rho	Group chat PARTICIPATION	Correlation Coefficient	1.000	.485**
		Sig. (2-tailed)	.	.000
		N	87	87
	MENTALHEALTH	Correlation Coefficient	.485**	1.000
		Sig. (2-tailed)	.000	.
		N	87	87

**. Correlation is significant at the 0.01 level (2-tailed).

Discussion

In accordance with the study's data, it revealed that BSEd English students have a very high participation rate in group chats that yielded a mean score of 3.85 (SD=0.76). This indicates how students have been prone to making use of digital communication tools namely Messenger, WhatsApp, and Telegram for pedagogical reasons and for assistance among each other. Recent studies support this view, referring to group chat as the dynamic expansion of classroom discussion where students get quick access to peer and instructor support for activity management and sharing of resources. (i.e., Tang & Hew, 2019; Alabdulkareem, 2021).

The participation in such group chat is indicative of the active and collaborative skill of students in knowledge acquisition. Active behaviours include the ability to reply quickly to questions, organize group projects, and share study materials; not only those referring to the digital literacy skills, but also the collaborative aspect of the students (Ng, 2020). These are the skills necessary into today's world, increasingly emphasizing a learner-centered, socially constructivist view on knowledge environments (Hrastinski, 2020). These behaviours are indicative of a commitment to the academics, but even more so of a commitment to peers and an understanding of digital etiquette in terms of creating a respectful academic community that spans online (Shin et al., 2022).

Conversely, the findings associated with student's mental well-being, which have an average score of 3.49 (SD = 0.76) offer a multifaceted perspective. This score propose that while students aren't in severe distress, they also aren't feeling particularly emotionally healthy or emotionally fulfilled. They seem to be functioning at a basic emotional level but may not be experiencing consistent feelings of liveliness, confidence, or peace of mind. This conforms to recent studies revealing that university students, especially in the digital and post-pandemic, are dealing with different intensities of stress, anxiety, and emotional challenges. (Sahu, 2020; Mahapatra et al., 2022).

Interestingly, there is a substantial positive correlation ($r = 0.485$, $p < 0.01$) between participation in group chats and mental well-being. This indicates that students who are more engaged in academic group chats tend to show enhanced emotional health. This findings is reliable with research by Keles, McCrae, and Grealish (2020), which reveals that online peer interactions can enhance psychological well-being by rendering social support, a sense of shared purpose, and emotional validation.

Group chats may act as a safeguard against academic pressure, helping students feel more connected and more self-sufficient to address their studies together. Being part of a considerate and accommodating virtual learning community nurtures emotional security, connection, and a sense of belonging— elements that are essential for student mental health (Wang et al., 2021; Sharma & Sharma, 2023). Furthermore, the psychological upsides of peer engagement in group chats manifests outcomes that connect social connectedness in online learning environments to lower level of anxiety and depression (Zhao et al., 2021).

Conclusion

From the findings, there appears to be a strong linkage between the digital engagement and mental well-being of BSED English students. With the student's high engagement in class group chat platforms, these platforms serve as extensions of the classroom wherein collaboration, communication, and a sense of community are fostered. Students use these digital avenues for serious academic purposes, thereby demonstrating responsibility and engagement in their learning. Mental well-being is reported to be average, which indicates that while some positive emotional states are experienced, they are not sustained; hence, the stressors or failure to tolerate consistent emotional resilience might exist.

More importantly, a statistically significant positive correlation between group chat participation and mental well-being indicates fading potential for the digital interactions to become beneficial for students' emotional states. Supportive intervention in group chats through asking questions and sharing resources can create an atmosphere of belongingness and connectedness that buffers stress and heightens mental well-being. This goes to show that the advantages of group chats extend further than just academic assistance; they also play a role in shaping the socio-emotional environment in which the learning takes place.

Therefore, educators and institutions should recognize the significant role of these digital platforms in fostering not only academic engagement but also student mental health. Encouraging a positive and active online community within these group chats can be a valuable strategy for supporting students' emotional well-being. To establish a more inclusive and nurturing digital environment, educators and institutions can concentrate on maintaining open discussions, fostering peer engagement, and ensuring that these digital spaces remain constructive and welcoming to its users. Future researchers could also look into which foundations of group chat participation poses profound impact on the mental well-being of the students. These initiatives would help educators make informed decisions and develop strategies to cater the needs of students in this digital evolving world.

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